



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2010-2011: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2010 (Grade 3-8), spring of 2011 (High School), spring of 2011 (Alternate Assessment-Science), and spring of 2010 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008-2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2011-2012 NCLB Report Card

School: Mabel I Wilson School

SAU: RSU 51/MSAD 51

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2011-2012 NCLB Report Card



School: Mabel I Wilson School
SAU: RSU 51/MSAD 51
Grade: 03



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Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2009-2010					78	73							
	2010-2011	140	140	100	82	82	70	19	63	14	4	140	0	0
Female	2009-2010					84	76							
	2010-2011	70	70	100	80	80	74	23	57	13	7			
Male	2009-2010					73	69							
	2010-2011	70	70	100	84	84	66	16	69	14	1			
Caucasian/White	2009-2010					78	74							
	2010-2011	132	132	100	83	83	71	20	64	14	3			
African American/Black	2009-2010						46							
	2010-2011	3	3	100			43							
Hispanic	2009-2010						58							
	2010-2011	2	2	100			60							
Asian or Pacific Islander	2009-2010						71							
	2010-2011	0	0				69							
American Indian or Native Alaskan	2009-2010						66							
	2010-2011	3	3	100			67							
Economically Disadvantaged	2009-2010					71	62							
	2010-2011	12	12	100	50	50	58	<1	50	25	25			
Migrant	2009-2010													
	2010-2011	0	0											
Students with Disabilities	2009-2010					17	38							
	2010-2011	20	20	100	55	55	34	<1	55	25	20			
Limited English Proficient	2009-2010						45							
	2010-2011	1	1	100			39							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

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School: Mabel I Wilson School
SAU: RSU 51/MSAD 51
Grade: 03



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2009-2010					85	62						
	2010-2011	140	140	100	84	84	61	40	44	12	4	140	0
Female	2009-2010					84	61						
	2010-2011	70	70	100	80	80	59	36	44	14	6		
Male	2009-2010					86	63						
	2010-2011	70	70	100	89	89	64	44	44	10	1		
Caucasian/White	2009-2010					85	63						
	2010-2011	132	132	100	86	86	63	41	45	11	3		
African American/Black	2009-2010						31						
	2010-2011	3	3	100			30						
Hispanic	2009-2010						52						
	2010-2011	2	2	100			49						
Asian or Pacific Islander	2009-2010						65						
	2010-2011	0	0				64						
American Indian or Native Alaskan	2009-2010						54						
	2010-2011	3	3	100			59						
Economically Disadvantaged	2009-2010					71	50						
	2010-2011	12	12	100	58	58	49	25	33	25	17		
Migrant	2009-2010												
	2010-2011	0	0										
Students with Disabilities	2009-2010					39	33						
	2010-2011	20	20	100	75	75	35	15	60	10	15		
Limited English Proficient	2009-2010						35						
	2010-2011	1	1	100			29						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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School: Mabel I Wilson School
SAU: RSU 51/MSAD 51
Grade: 3-8



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	E: 100 M: 100	E: 99 M: 99	82	E: 83 M: 89	E: 69 M: 70	100	E: 100 M: 100	E: 99 M: 99	85	E: 83 M: 87	E: 61 M: 61	95	96	95
Caucasian/White	100	E: 100 M: 100	E: 99 M: 99	83	E: 84 M: 89	E: 70 M: 71	100	E: 100 M: 100	E: 99 M: 99	87	E: 84 M: 87	E: 62 M: 61			
African American/Black	*	E: * M: *	E: 95 M: 96	*	E: * M: *	E: 44 M: 50	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 33 M: 34			
Hispanic	*	E: * M: *	E: 97 M: 97	*	E: * M: *	E: 59 M: 62	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 49 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 97 M: 98	*	E: * M: *	E: 67 M: 71	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 62 M: 66			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 65 M: 68	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 61 M: 58			
Economically Disadvantaged	*	E: * M: 100	E: 99 M: 99	*	E: 62 M: 74	E: 58 M: 58	*	E: * M: 100	E: 99 M: 99	*	E: 62 M: 62	E: 48 M: 47			
Students with Disabilities	*	E: 100 M: 98	E: 98 M: 98	*	E: 41 M: 60	E: 33 M: 30	*	E: 100 M: 98	E: 98 M: 98	*	E: 52 M: 47	E: 32 M: 24			
Limited English Proficient	*	E: * M: *	E: 92 M: 92	*	E: * M: *	E: 43 M: 45	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 34 M: 37			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2011-2012 NCLB Report Card

Maine Teacher Quality Data



School: Mabel I Wilson School
SAU: RSU 51/MSAD 51



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	1	1	20	2	14	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2011	2

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.